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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed specifically for school career guidance personnel. The goal of this module is to teach participants how to overcome barriers to change by: (1) acquainting them with a model for overcoming barriers; (2) helping them identify personal and organizational barriers; and (3) assisting them to develop an action plan for overcoming barriers. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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Making Change Happen: Overcoming Barriers to Change

MODULE 52

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CG 014228

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Center for Personal Empowerment
Ann Arbor, Michigan

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Introductory Activities

MODULE GOAL

The goal of this module is to teach individuals how to overcome barriers to change: acquaint them with a four-step model for overcoming barriers, enhance their ability to identify personal and organizational barriers, assist them to develop an action plan for overcoming barriers, and clarify possible barriers of their own with a view toward overcoming them.

The module can be used with students in preservice education programs; with professionals engaged in helping services; with administrators and supervisors in almost any field; and with teachers, paraprofessionals, and other staff in educational institutions. Although the principles can be applied to overcoming barriers to change in any setting--school, factory, office, agency--the module was designed specifically to be used by school career guidance personnel.

*MODULE OBJECTIVES**

When you have successfully completed this module, you will be able to:

1. Identify and arrange sequentially activities from the four steps in a model for overcoming barriers.

2. Identify at least three organizational barriers and the reasons for their existence.

3. Demonstrate barriers to change that reside in individuals.

4. Develop an action plan for overcoming barriers in a real-life setting.

5. Identify a possible personal barrier to change and develop an action plan for overcoming it.

*The criteria for attainment of the objectives are set forth in the Coordinator's Guide.

MODULE OUTLINE

Approximate Time	*Activity*	*Objectives*
20 min.	Overview of module, structuring the day, Introduction and discussion.	
35 min.	Text on model for overcoming barriers, with self-scoring measurement device.	1
45 min.	Text on organizational barriers, with activity to identify barriers and underlying causes.	2
1 hr.	Text on barriers in individuals, with activity to identify them.	3
1-1/2 hrs.	Text on a systematic approach to overcoming barriers, with activity to develop an action plan.	4
1 hr.	Text on personal barriers, with activity to generate an action plan to overcome them.	5
15 min.	Concluding text and discussion.	

GLOSSARY

Change:	Any significant alteration in the present situation, usually intended to benefit the people involved.
Innovation:	Any change which represents something new to the situation, usually intended to benefit the people involved.
Barrier:	An obstacle that interferes with the achievement of a goal or plan for change.
Organizational barrier:	An obstacle rooted in the organization or institution that interferes with your desire or attempts to bring about change.
Individual barrier:	An obstacle residing within another person that interferes with your desire or attempts to bring about change.
Personal barrier:	An obstacle residing within one's self that causes one to be resistive or negative toward change.
Strategy:	A general description of an approach toward overcoming a barrier.
Action step:	A precise and specific activity within an action plan that you intend to undertake to implement your chosen strategy.

INTRODUCTION

In the first module in this series (Making Change Happen: Learning a Systematic Model for Change), you learned the seven steps of a model for accomplishing change in an organizational setting. Briefly, they are as follows:

Step I. Establishing the need.

Assessing the system's readiness for change, motivating the system to change.

Step II. Building interactive relationships.

Establishing creative, open, interactive working relationships with those who will be involved in the change effort, helping others to perceive you as a change agent.

Step III. Assessing.

Attempting systematically to diagnose the system, identifying strengths as well as weaknesses, imaging system and person potential, specifying what needs to be changed.

Step IV. Generating options.

Gathering the widest possible range of programs and practices that might relate to the change effort, through brainstorming, acquiring resources, consulting with users of innovations.

Step V. Deciding.

Weighing possible solutions; judging outcomes; comparing alternatives; assessing costs, accessibility of materials, benefits to the system; and deciding on the preferred alternative.

Step VI. Facilitating adoption.

Carefully choosing your method of communication with potential adopters, coping with barriers, sounding out resisters, being flexible and willing to make compromises and trade-offs.

Step VII. Refining and renewing.

Re-evaluating the change for modifications or alternations, periodically reviewing outcomes, providing further support and encouragement to users, allowing for program extinction.

You also had a chance to experience six of the steps, to learn more about the theory behind each step and the skills necessary to accomplish each step successfully, and to practice some of those skills. Well, effective change agentry is a complex and delicate function that includes techniques and sensitivities beyond those described throughout the model. Carefully following the model will lead to successful change if all else is right--but what happens when things go wrong? What happens when a seemingly impenetrable barrier looms? What if you are balked at the initial step, and the system simply is not ready for change? What do you do when resisters mass overwhelmingly against the change? And that is the key: What do you do?

Identifying and overcoming barriers to change

This module has been developed for you, personally. In the activities you will learn how to organize your efforts to overcome organizational barriers according to a systematic model.

You will gain experience in identifying barriers common to many organizations, especially those barriers that may be present in your own work setting, and learn how to use the model to deal with them.

You will become more sensitive to barriers within people that prohibit their being able to accept change or innovations readily.

And, too, you will examine possible barriers to change within yourself and hopefully develop alternative modes of acting that will increase your ability to deal with change and

with the problems that are inevitable in any innovative endeavor.

We say "inevitable" because that's the way life is. To expect that the model will always work smoothly and that it provides "the answer" is to ignore the realities of the work-aday world. The model is a helpful guide, and we believe that following it will assist you to plan for change in a systematic manner. But we also are clearly aware of stumbling blocks you are likely to encounter along the way. It is hoped that this module will forearm you with the necessary knowledge and skills to jump through, over, or around those obstacles and reach your desired goal for change.

One thought should be kept clearly in mind as you go through this module on overcoming barriers to change. Change agents view change as very desirable. Understandably. And often they feel frustrated by their inability to effect enough change fast enough. The need for more pervasive and rapid change, however, should not cause any of us, even when we are acting as the change agent, to be intolerant of people who question the change; they may do so for very good reason. Not all change is desirable. Questioning of the change can cause all of us to examine the merits of the change more closely and to consider the anticipated outcomes more thoughtfully.

Be sure the change is worthwhile

A MODEL FOR OVERCOMING BARRIERS

Overcoming barriers to change, whether they are external to us or within ourselves, is best accomplished by means of a plan. This is not to deny that on occasion you can cause an obstacle to topple with just the right word or just the right approach--but that occurs only rarely. Generally, barriers stem from multiple sources, and you need to develop thoughtfully a number of approaches to deal with each facet of the barrier.

Approach barriers systematically

The following model is presented as a guide to overcoming complex and knotty barriers. Though it can be used to deal with barriers present in individuals, the model probably will be more effective when applied to organizational problems, especially when you are working with a team of change agents to identify and overcome what may be several sources of resistance to your change plan.

Model for Overcoming Barriers

Step 1. *Identify the barriers.*

Step 2. *Prioritize the barriers.*

Step 3. *Develop strategies to deal with each barrier.*

Step 4. *Develop an action plan to implement the strategies.*

Sound simple? Well, on the surface it is. Yet, how many of us encounter difficulty at even the first step. To help you understand the model clearly, we have provided a detailed description of the steps, together with an illustration of how one change team carried them out.

Step 1. *Identify the apparent barriers.*

We say "apparent" because sometimes the real barriers are not immediately clear. The form the resistance takes may obscure the real source, and change agents must look beneath the surface for root causes. Until you can identify whatever is causing the problem, you will be struggling in the dark against the unknown. Therefore, the first step in being able to overcome barriers is to identify them as clearly as possible.

We are assuming that you are not trying to accomplish change all by yourself and have rallied a group of supporters into a change team. (For techniques on team-building, see another module in this series, Using Change Agent Skills to Manage Career Guidance Development.) A very desirable approach to identifying the barrier(s) is to put your change team to work on the problem so as to take advantage of a variety of personal insights and viewpoints. From their own experiences and perspectives, various team members may be able to identify specific aspects of the barrier not known to others.

Take advantage of team members' experiences

Example: The counselors in Pine Avenue High School wanted to develop a rap room for student group meetings that had a rug and cushions (no chairs or tables) and soft lighting. Although the Guidance Director approved, the Principal gave a thumbs-down response.

The counselors and the Director met to discuss reasons for resistance to their new plan.

In their meeting the following information came to light: The room planned for the activity was used half a day by the Special Education teacher; there was no money in the budget to buy a rug, cushions, or a lamp; the Principal had just been chastised by the Central Office for laxity in discipline; the students had started gathering signatures on a petition to let them have the rap room; the Board of Education had come out strongly against anything that smacked of "sensitivity training" for students in the district schools.

Step 2. *Prioritize the barriers.*

Some resistances or barriers to a problem are crucial to its resolution; others affect it only tangentially. It is important to spell out clearly which barriers are critical, which are fairly important, and which do not have major influence on the change effort or may fall into place if the more important barriers are eliminated.

Don't waste time on unimportant barriers

Attempting to resolve any but the most critical barriers at first will probably result in wasted effort because the real sources of resistance will still exist. Sorting out the negative influences in categories like the following will help you to develop a plan that will get right to the heart of your problem.

Example: The group members analyzed the forces against their desire for change and ranked them this way:

Most critical barriers

1. *The Principal's attitude*
2. *The Board's attitude*

Important barrier

3. *Lack of money*

Barrier of lesser influence

4. *Use of the room half-time*

Step 3. *Develop strategies to deal with each barrier.*

After you rank the barriers in order of importance, you need to decide how to deal with each one. As we said in the previous step, you will want first to consider ways of transcending the obstacles in the "most critical" category. How are you going to overcome them? Do you need more data about your innovation? Do you need to know more about how it has worked elsewhere--about outcomes, reactions, costs, benefits to the system? What specific information will help you to deal with negative attitudes or lack of material resources?

Essential to overcoming any barrier to change is extensive knowledge about what you propose to do--and this means some homework. You may need to talk to some people, visit other settings, or do a search of a national data base to find the information you need.

Once you are clear on your goals, equipped with outcomes data, and secure in the knowledge that what you have in mind is genuinely worth a try, you can begin to generate strategies to deal with resistances. One way is through brainstorming by the staff. Another is by examining methods others have used with success. The purpose is to develop creative ways to move the obstacles out of the way and proceed toward your goal.

Generate strategies for success

The following are suggested methods for dealing with person and nonperson barriers. We have delineated behaviors at the ends and the middle of each continuum, and your specific choice of how to overcome your barrier may be a judicious combination of approaches, shaded according to your particular situation.

Person Barriers

Confront the differences directly	Work through a third party to resolve the problem.	Avoid the person(s) and work with someone else.

Barrier

Nonperson Barriers

Find substitute response, a different way of accomplishing the same goal.	Modify your goal and plan to fit existing resources/structure.	Totally revise your goal and plan.

Example: Through a search of the ERIC system the counselors identified three high schools that had developed similar group rooms. Two had data that supported their effectiveness, one report even attributing the reduction of student discipline problems to the new approach. They found that students in the third high school also appeared to be very enthusiastic over the innovation. In the conversations they learned some things about how to make it work well.

The Director and the counselors then developed a report on their findings that included objectives, procedures, and outcomes, as well as their own counselor qualifications and expertise for conducting student groups. Then, from their research and discussion, they came up with several actions they could take to overcome the resistances to their proposed innovation.

Step 4. *Develop an action plan to implement your chosen strategies for overcoming the barriers.*

Overcoming resistances gives team members the chance to show their mettle; their various skills will be of real advantage in implementing the approaches you have decided upon to overcome the barriers. The key point in this step is to develop a plan of action, with each person having clear responsibility for different steps or stages in the plan. You should also make provision for reporting back to the group on the success/failure of any actions taken so that all team members are kept aware of progress.

Clarify individual responsibilities

Example: The team of counselors and Director developed a detailed plan for implementing their strategies for dealing with the barriers.

One counselor (who had excellent rapport with the Principal) said he would arrange to discuss the report with the Principal, emphasizing the positive point of reduced discipline problems.

Another counselor undertook the responsibility of gathering the student petition-signers together to see if they could scrounge up cushions, a rug, and a lamp.

Another accepted the task of working out with the Special Education teacher a different setting for her students, at least for the rest of the year, with minimal rearrangement.

The Principal, who was anxious to find ways to improve student behavior, decided to give the program a 1-year tryout--if the Board approved, and if appropriate resources could be found. The Principal herself then put the counselors' report on the agenda for the next Board meeting.

Short meetings were held frequently so that all members of the planning group could share progress and results with each other.

To help you remember the model, we present it here in its simplest form:

Step 1. *Identify*
Step 2. *Prioritize*
Step 3. *Develop strategies*
Step 4. *Develop an action plan*

In the next activity you will apply what you have just learned from this model to a hypothetical situation. Your facilitator will give you instructions.

Name _____

ACTIVITY--WHAT'S YOUR PLAN?

The counselors at Lakewood High School have tried for several years to obtain additional funding to expand their guidance program. Their proposals have failed to win the support of the administration, other staff members, or parents. They have concluded that they need to develop a systematic approach to achieve their goal of expansion. Listed below are some specific steps they can take.

Using the model presented in this section of the module, first check the four actions that are appropriate to the model. Then place the number of the step to which each action belongs beside each item you have checked.

No.	Check	Action
_____	_____	Search a national data base to acquire data about guidance departments that have been successful in expansion efforts.
_____	_____	Have the Guidance Director develop a plan to overcome resistance to expansion.
_____	_____	Develop a composite view of the barriers to expansion that reflects the perspectives of all of the counselors.
_____	_____	Specify the steps individuals go through in deciding whether to adopt an innovation.
_____	_____	Begin your strategy by dealing with the barriers easiest to overcome.
_____	_____	Put everyone to work on all of the different aspects of the problem.
_____	_____	Gather a group of supporters and talk to the Superintendent.
_____	_____	Decide which are the most critical barriers to the problem.
_____	_____	Create flyers on the worth of the counseling center and distribute them to faculty and student body.
_____	_____	Develop a plan for overcoming the barriers based on selected strategies.
_____	_____	Totals

BARRIERS IN THE ORGANIZATION

Several conditions common to many organizations operate as barriers to change. Sometimes these obstacles are easy to recognize, especially when they involve physical limitations or material resources--there just isn't any space, or you just don't have a microfiche reader. Solutions are usually simple--you utilize a storage closet or juggle existing personnel; you borrow a reader from somebody else or have a cookie sale.

Material barriers

Other, more complicated kinds of barriers that act to thwart change efforts may be quite obvious or quite subtle, but they are not so simple to resolve. Typical examples of obvious obstacles are lack of money, or unwillingness of the administration to provide release time for professional personnel to pursue activities not directly related to their prescribed functions. Less discernible kinds of barriers are found in the type of management style that characterizes the administrator, or the psychological support given to creative efforts on the part of the staff.

Interpersonal barriers

The following paragraphs describe some common obstacles that are found in organizational settings. Each barrier is presented in its purest state, and it probably will not be found in such extreme form in most organizations. Typically, the condition will exist in lesser intensity, with shadings here and there that soften or cloak its worst features. These gradations, of course, tend to obsure the basic problem, and are the stuff that call for analytical skills on the part of the change agent.

All decisions made at the top.

The administration decides what will be done and when, and who will do it. Any staff involvement in decision-making is window dressing, designed to make the leaders look good and the employees feel good. The opposite usually occurs: Decision-makers don't fool anyone, and the staff resent being conned into thinking they are contributing to the decision. Ideas for change arising from below are viewed as threatening or insubordinate, and individuals who remain on the staff gradually become conditioned into passivity and acquiescence. The sad outcome is that the energetic and the creative become discouraged and leave; even more lamentable--morale suffers, motivation withers, and the institution becomes hidebound and sterile.

No rewards.

Financial rewards are not feasible in most educational organizations because personnel advance according to a set salary schedule. Changes in position, or even title, are difficult because they usually involve a complicated process for gaining approval. But rewards do not have to be material in nature. If motivation is to be generated for special efforts, or merely sustained for day-to-day efforts, some form of recognition is necessary from those who count. In many organizations such recognition is not forthcoming. Until the time for the annual

evaluation, employees are not told whether their work is satisfactory, how satisfactory it is, or whether any special efforts they may have made were appreciated. The net result is that the urge to excellence, unreinforced, fades. Efforts to be innovative, which demand commitment and energy, falter. And the desire to do more than one is paid to do dissolves into "putting in your time."

No resources.

The absence of needed resources is often a real stumbling block to change. Resources can be of the human kind: a secretary, a consultant, another professional staff member, a knowledgeable speaker--or of the material kind: books, audiovisual equipment, a computer terminal, occupational briefs. Overcoming this type of barrier can appear to be simple, but it would behoove you as the sensitive change agent to look beneath the surface to find out why the situation exists. Are people ignorant of what is available or how to obtain it? Is everyone content to let programs continue "as is" indefinitely, with no urge to modify, alter, or change? Does the administration support and encourage staff efforts to make changes that will require additional materials and/or people? Are staff expected to create their own resources--and if so, has anyone reckoned the cost of such efforts in relation to purchase of ready-made materials? Sometimes this condition is only the symptom, and the real cause lies deep in the values of the organization.

Look for underlying reasons

No money.

When administrators throw up their hands, shrug their shoulders, and say, "Sorry--we just don't have the money," many would-be change agents back off and regard the situation as hopeless. Why isn't there any money? Where is the district putting its priorities? Here again, what appears to be an insurmountable barrier may have root causes of serious dimensions. It would be important to examine the goals of the institution to find out why proposed changes that are for the good of the students, the staff, and/or the institution do not win needed dollar support. Beyond this, however, to let this administrative reply extinguish your motivation to change is to quit too easily. Some of the most creative changes occur when you are forced to be inventive, to find nontraditional ways to implement whatever change you envision. Having no money is surely a discouraging obstacle, but one which can be surmounted.

Don't give up too quickly!

No release time.

This is a toughie. We are all familiar with the situation where the staff are expected to carry out extra responsibilities or participate in professional growth experiences "after five and on weekends." This is an unrealistic expectation and creates a barrier that has impact on everyone. No provision is made to shift responsibilities so that individuals have the time they need to explore new ways of performing their tasks, to develop

new programmatic ideas, to enhance their skills to do what they do better, or to acquire new skills that will be more responsive to client needs. Persons working in such organizations usually pay their own way to professional meetings, if they are allowed to go, and may not even earn their regular salary during the time they are away from their work. Accomplishing change under these conditions will probably be extremely difficult.

No opportunity for idea development and try-out.

There's an old military saying, "Never volunteer," and this typifies the organization that keeps staff so chained to ongoing tasks that they have no time for thinking and planning. New ideas or suggestions only result in added work and responsibility, but the tight work schedule allows no room for such activities. In these organizations, creative staff with innovative suggestions (that require time for planning and development) may even be encouraged and rewarded verbally, but in the end they are almost punished because they are expected to work out their ideas for change on their own time. Encouragement not backed up with substance is a strong barrier to change. The unfortunate outcome of this organizational barrier is the stifling of creative efforts and the discouragement of innovative thinking.

Deviance from the norm discouraged.

The organization which strongly reinforces conformity is unwittingly (perhaps) erecting a barrier to change, because the other side of this coin is discouragement of deviance from the norm. Change implies departure from tradition, newness, doing things differently, reorganization, upheaval. When the "usual" is valued, changes are viewed with suspicion and advocates of change with apprehension. The attitude of members in this kind of organization might well be, "So-and-so is a rabble-rouser and doesn't belong in our system. Let's do what we can to get him/her out." And they usually are successful. This kind of work environment breeds contentment for those who subscribe to the inherent values, and complete frustration for the movers and doers. Change, when and if it happens, will be exceedingly slow, will occur in barely observable increments, and will probably lag far behind the need for it.

Dangers of too much conformity

In the following activity you will work as a team to identify some barriers in an educational institution and to analyze some of the reasons why they exist. Your facilitator will give you instructions for the activity.

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CASE STUDY--CENTERVILLE COMMUNITY COLLEGE

Centerville Community College has a long tradition of effective service to the community. It offers extensive transfer and terminal courses to a total student body of nearly 20,000 students. The age of the students has been rising gradually; currently, the average student age is 28 years.

The present President of Centerville has been described as a "strong leader" who believes that an "administrator should administrate." Faculty and students are encouraged to share ideas and opinions to aid the President in making his decisions. A favorite talk of the President's is "My Six Most Crucial Decisions." The President has said that his open-door policy makes formal committees or communication systems unnecessary since anyone can "walk into the office whenever they want to."

The President emphasizes keeping costs down--for which he is highly regarded in the community. He has eliminated the high fixed costs of periodical subscriptions and regular book purchases, and prefers to repair existing equipment (typewriters, sewing machines, power tools) rather than buy new. Faculty who use the resources in the community and show creativity in obtaining materials for classes are verbally commended at faculty meetings.

He regularly reminds faculty, through bulletins and meetings, of the Centerville tradition, and encourages them to carry on with the old Centerville spirit of "over 50 years of quality service to the community!" Disgruntled faculty members who seek change have been told by their administrators that to teach at Centerville is very prestigious and they should consider themselves fortunate to be on the staff of such a highly regarded institution.

A number of manuals instruct Centerville faculty and staff about the appropriate procedures in effect at Centerville. Special briefing sessions are held for persons new to Centerville so that they may learn the correct ways of performing their responsibilities. Persons who do not follow the standard operating procedures are quickly informed of their inappropriate behavior. Those who do not receive such communications assume that their work is satisfactory.

Requests for money or funds are typically acknowledged with a form letter that presents reasons why they cannot be honored. All financial decisions are made by the administration, and periodic statements are issued regarding the shortage of funds and the need for all staff to avoid special projects or new or experimental programs that will require money to implement.

Team No. _____

ACTIVITY--WHAT'S WRONG AT C.C.C.?

On the left side of this form, list the organizational barriers to change that you found in reading about Centerville Community College. You may identify barriers that have not been described in the text. You may find more than six barriers; if so, use the back of this form. After listing the barriers, using the shared insights of your group, indicate on the right hand side of the form possible reasons that you can infer from the case study for the existence of the barrier you have identified.

Organizational Barrier	Inferred Reasons for the Barrier
1.	1. 2. 3.
2.	1. 2. 3.
3.	1. 2. 3.
4.	1. 2. 3.
5.	1. 2. 3.
6.	1. 2. 3.

BARRIERS IN PEOPLE

On many occasions you undoubtedly have been involved in discussions where someone has said, "I don't believe it's possible to do that." Such a comment can have several meanings, but most often it suggests that the speaker is resisting change. Such resistance can take many forms. When it is a generalized reaction to change of any kind, it may be thought of as a personal barrier which interferes with the individual's ability to grow professionally or to improve the quality of services he/she provides.

Below is a listing of the more common garden variety of personal barriers. In reading the descriptions you will probably recognize some characteristics which you have observed in others--or possibly some that lie within yourself.

Intrapersonal barriers

"Things are just fine the way they are..."

Typical of persons who possess this attitude is a high degree of personal comfort and satisfaction and an unwillingness to "rock the boat." Individuals who exhibit this barrier are generally unable or unwilling to take the risks associated with change. The satisfaction they feel with current conditions may reflect more their personal need for stability and comfort than the quality of what they do. Mediocrity becomes preferable to the effort involved in making changes necessary to improve their functioning. These individuals often are characterized by rigidity and dogmatism. They are particularly

difficult to motivate to change because they have no interest in considering alternatives which would require them to perform different tasks or experiment with new behaviors.

"But we've always done it this way!"

"The traditional way is best" might well be the motto of persons experiencing this barrier. This appeal to the past and to tradition often masks a lack of creativity and/or unwillingness to try out new ways of doing things. Minimal desire for adventure and risk-taking are also characteristic of such individuals. Innovations are suspect because they do not have history and tradition behind them. Hence, no matter how attractive the proposed change may be, they personally find it difficult to support it or accept it.

Tradition can stifle innovation

"That will never work..."

Pessimism and doubt are the primary feelings associated with this personal barrier. Individuals with this attitude will advance a hundred reasons why something won't work, but will express nary a word in support of it. The basic dynamics of this barrier spring from fear of the unknown and the untried. Such individuals see obstacles where none exist, and conjure up problems of all manner and sort. This barrier is difficult to cope with, for no matter how compelling a proposed change may

be, countless, often irrational, reasons will be proffered as to why it shouldn't or can't be done.

"I'd be afraid to try that..."

Low self-esteem and a negative self-concept can lead to a barrier that precludes a person from attempting something different. "I know I won't be able to do it" provides a ready, self-fulfilling prophecy which eventually dissipates any latent desire to try at all. The fear of failure looms so large that inaction, even stagnation, is preferred to trying and failing. This barrier is truly a serious one to deal with, for the change will be rejected not because of the change itself but because of the certainty of failure felt by the individual.

Personal insecurity as a force against change

"You don't need to tell me--I know what's best!"

The self-proclaimed expert has an answer for everything. No need to present data or supporting evidence for an idea. This individual already knows what's best, and because of a basic insecurity, is afraid that his/her acceptance of anyone else's proposals will be interpreted as a sign of weakness. This barrier is particularly perplexing to encounter, for the more meritorious an idea or activity, the greater its potential threat to the individual and thus the greater the individual's resistance to its adoption.

These are only a few examples of common attitudinal barriers, and we are certain you know of a great many more.

People who resist new ideas just because they are new possess personal barriers of one kind or another. Such personal barriers seriously impede the process of change, and learning to recognize them will help you to be able to conquer them.

In the next activity your team will create a situation involving personal barriers, and observe situations developed by others, in which you will judge from what people say and how they behave what kind of personal barrier they are experiencing. Your facilitator will give you instructions for the activity.

ACTIVITY--WHAT'S YOUR PROBLEM?

Some people:

Resent authority figures--especially stupid ones.

Feel as if another's ideas for change mean <u>they</u> are doing something wrong.

Hate to stick their neck out.

Would rather do it the way they've always done it.

Don't think they can do it.

Are always trying to find reasons why a change won't work.

Are afraid to succeed.

Think it's too much trouble.

Say they already have too much to do to worry about changing.

Wonder what's wrong with what they're doing now.

Wouldn't know where to begin.

Feel threatened by change.

Can't do anything alone.

Think any change costs too much.

Just don't care.

Feel as if they don't need whatever change is proposed.

Think other things are more important.

Won't work for any change that is someone else's idea.

Think any change will make them lose their power or control in the system.

Turn off <u>ideas</u> because they don't like the <u>person</u>.

Feel that a person who suggests change is trying to put himself/herself ahead of others.

Name _____

SCORING FORM--WHAT'S YOUR PROBLEM?

Directions: When each team is finished with the role play, take time to check the barriers you believe the team displayed. As they tell you the barriers after the role play, circle those that you got correct.

Team No.						Barrier
1	2	3	4	5	6	
						Resentment of authority figures
						Feeling of criticism of self if change is suggested
						Adherence to tradition
						Lack of confidence in own ability
						Feeling that the change won't work
						Feeling that change is too much trouble
						Worry about cost
						Feeling that other things are more important
						Resistance to someone else's idea
						Fear of loss of power or control

Total Correct:

___ ___ ___ ___ ___ ___

34

DEVELOPING AN ACTION PLAN FOR OVERCOMING BARRIERS

So far in this module you have been responding to simulated situations or hypothetical cases. You have been building your expertise, getting ready to tackle barriers in a real life setting. By the end of this activity we believe that you will be better able to identify barriers that impede organizational change and enhance your ability to overcome them according to a well-thought-out action plan.

For this activity you will work in teams.

1. The first task is for each person to share with the team an organizational situation that he/she has experienced or knows about in which a number of barriers interfered or are interfering with the achievement of some desired change.

2. In whatever way you wish, your team is to select one of the situations as the focus for the activity.

3. Using the form, "Action Plan for Overcoming Barriers," complete the steps which you could use to eliminate or minimize the barriers to change that you describe in Step 1. When you are through, one of you may be willing to present your plan to the total group for interaction and discussion.

On the following page is an example of a completed Action Plan that may be helpful to you as you work together to create your own.

ACTION PLAN FOR OVERCOMING BARRIERS

Example

Goal for change: *To allow 2 counseling staff members each year to attend the state convention of the Personnel and Guidance Association.*

Step 1. Identify the apparent barriers.

c 1. *Lack of funds*
c 2. *Lack of verbal support from the administration*
n 3. *Press of ongoing duties*
n 4. *Lack of interest on the part of some staff*
i 5. *Criticism from other faculty*

Step 2. Prioritize the barriers.

c = critical; i = important; n = not of real importance

Step 3. Develop strategies to deal with each barrier (critical barriers first).

Barrier	Strategies	Action Steps
1. *Lack of verbal support from administration*	1a. *Communicate desire to principal*	1a. *Rally supportive counselors* *Find out agenda, cost, and location for next program* *Schedule meeting of interested counselors to plan strategies* *Schedule meeting with Guidance Director and Principal (etc.)*
	1b. *Show how attendance can benefit staff and school*	1b. *Review recent student needs assessment* *Identify convention programs that respond to needs* *Identify skill-training sessions for emerging counselor roles* *Ask state officer to visit school to share ideas (etc.)*
2. *Lack of funds*	2a. *Locate possible unused school funds*	2a. *Discuss in meeting with administrators (etc.)*
	2b. *Raise money (with administrative approval)*	2b. *Have counselors meeting to plan strategies (etc.)*
3. *Criticism from other faculty*	3a. *Promote openness with other faculty*	3a. *Include faculty in staff meetings* *Attend meetings of other departments* *Eat lunch with different faculty daily (etc.)*
	3b. *Show how attendance can benefit faculty*	3b. *Identify specific faculty concerns* *Identify programs that will enhance skills* *Discuss plans in faculty meetings*
etc.	*etc.*	*etc.*

Step 4. Develop an action plan to implement the strategies.

As above.

Team No. _____

ACTIVITY--ACTION PLAN FOR OVERCOMING BARRIERS

State the change you would like to have happen: _____

_____

Step 1. *Identify the apparent barriers.*

__ 1.

__ 2.

__ 3.

__ 4.

__ 5.

__ 6.

Step 2. *Prioritize the barriers.*

In Step 1: a. put a "c" beside those barriers that are "most critical."

b. put an "i" beside those barriers that are "important."

c. put an "n" beside those barriers that are "not of real importance."

Step 3. *Develop strategies to deal with each barrier.*

(List most critical barriers first; list at least 3 barriers.)

Barrier	Strategies	Action Steps (for Step 4)
1.		

Barrier	Strategies	Action Steps
2.		
3.		

Step 4. *Develop an action plan to implement each strategy.* List the actions in the column beside the strategy.

BARRIERS IN ME

Everything you have done so far in this module has dealt with conditions "out there," with barriers in the organization and in other individuals that get in the way of change. But what about you? Are there some things you do, or attitudes you have, that cause you to resist change? Remember, we are not saying that you should be indiscriminately accepting of change. Not all change is for the better. Your response to change should be selective--sometimes supportive and sometimes rejecting, depending on the substance of the change. What we are talking about is creating a barrier by your own attitudes or behaviors, or having a "set," which predisposes you to reject any change, irrespective of its merits. For example, some people find it difficult to accept any idea proposed by an authority figure, while others are always thinking up reasons why a proposed change will never work.

Looking within yourself

In this activity you are going to have the opportunity to look at a possible barrier to change within yourself and develop an action plan to work toward overcoming it. You will note that we have modified the model slightly to a more personal orientation to overcoming barriers.

Following this text is a list of personal barriers that can block change. Review the list and choose the one which you believe is most typical of you. It may be that you won't find one which is really appropriate to you; if so, perhaps you can suggest another. After each of you has selected a barrier, your facilitator will give you further instructions.

I resent authority figures--especially stupid ones.

I feel as if your ideas for change mean I'm doing something wrong.

I don't think it will work.

I hate to stick my neck out.

I'd rather do it the way we've always done it.

I don't think I can do it.

I'm always trying to find reasons why it won't work.

I'm afraid to succeed.

I think it's too much trouble.

I've already got too much to do.

What's wrong with what we're doing now?

I wouldn't know where to begin.

I feel threatened by it.

I can't do it alone.

It costs too much.

I just don't care.

I just don't need that.

Other things are more important.

I resist change when someone else suggests it--I want to be the one to do it.

I feel I will lose my power or control if we change.

ACTIVITY--PERSONAL ACTION PLAN FOR OVERCOMING A BARRIER

Example

Step 1. Identify your personal barrier.

I always try to find reasons why something won't work.

Step 2. State reasons why you think you have this barrier. Then number them in order of importance to you.

4 a. *I'm afraid of change.*

1 b. *I don't like to be told what to do.*

3 c. *I like things the way they are.*

2 d. *I sure don't want to have to do anything more.*

Step 3. Develop strategies to deal with the two most important reasons.

Reason	Strategy	Action Plan
I don't like to be told what to do.	*Try to change my attitude*	*Consciously note when I'm feeling this way.* *Try to overcome the feeling and listen to the suggestion* *Give myself a reward when I do listen* *Make first attempt at next staff meeting*
I don't want to do anything more	*Be more flexible*	*Write down what I'm doing now* *Set priorities* *Decide what I'm doing that others can do* *Make a time schedule, with some free time* *Follow it!*

Step 4. Develop an action plan to implement the strategies.

As above.

Name _____

ACTIVITY--PERSONAL ACTION PLAN FOR OVERCOMING A BARRIER

Step 1. Identify your personal barrier.

Step 2. State reasons why you think you have this barrier. Then number them in order of importance to you.

__ a.

__ b.

__ c.

__ d.

Step 3. Develop strategies to deal with the two most important reasons.

	Reason	Strategy	Action Plan
a.			
b.			
c.			

Step 4. Develop an action plan to implement the strategies.

Place in the appropriate column above.

SUMMARY

In this module you have experienced a number of activities which have better prepared you to overcome barriers that interfere with change. You have learned a four-step model for overcoming barriers, tested yourself on your knowledge of the model, analyzed barriers that are present in organizations and people, developed an action plan for overcoming a real life barrier, identified a barrier to change within yourself, and generated a plan to help you overcome it. Not bad for a day's work!

Change rarely is accomplished under ideal conditions. Most often, attempts to improve behavior or conditions or to introduce innovations encounter obstacles. And those obstacles almost always involve people--even when the barrier consists of a material lack. Some person has made a decision along the line that has caused the situation to occur. So, overcoming barriers to change really means overcoming the barriers people have to change. As a result of your training from this module, we hope you feel more able to remove these barriers and thus create conditions more receptive to change.

People are the problem...

People are the solution.

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Coordinator's Guide

for

MODULE 52

Making Change Happen: Overcoming Barriers to Change

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support from the United States Office of Education, Department of Health, Education, and Welfare, under Part C of the Vocational Education Act of 1963.

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Time		2 hrs., 55 min.

Your role is crucial to the success of the workshop. You are responsible for setting the tone at the very beginning, keeping things moving at an appropriate pace, sensing when participants are ready for a break, adapting materials or times to participants' needs, providing transition between activities, leading discussions, and answering questions that may arise about content or processes. The key to a successful workshop is preparation. You need to be totally familiar with the content, the materials, and the flow of the activities in the module. Your confidence and serenity will communicate to participants and give them a sense of security--a feeling that you know what you're doing and they're in good hands.

The following are a few suggestions that may be of help to you as you plan for this workshop.

Before the Workshop

1. Study the module and this Guide thoroughly. Note how sessions fit together and build on each other. Read the content of each session in the module itself. Become familiar with the main points.

2. Prepare any materials needed ahead of time. Each portion of this Guide has a section describing what will be needed in that session. Following is a list of all of the materials needed for Module 2 in this series of two modules. Some activities require each participant to have a form; for others, an additional copy of the form should be furnished for completion by each group, preferably in a different color.

Materials

	No. of copies for each participant	No. of copies for each team	No. of copies for you
What's Your Plan?, p. 16	1	–	–
Team Identification Form, p. 52	–	1	–
What's Wrong at C.C.C.?, p. 24	1	1 (color)	–
Scoring Form--What's Your Problem?, p. 30 or 56	1	–	1
Action Plan for Overcoming Barriers, pp. 33-34	–	1 (color)	–
Scoring Form--Action Plan for Overcoming Barriers, p. 59	–	–	1
Personal Action Plan for Overcoming a Barrier, p. 38	1	–	–
Scoring Form--Personal Action Plan for Overcoming a Barrier, pp. 62-63	–	–	1

3. You may decide to use name tags, registration forms, etc. Decide how these will be handled.

4. Have plenty of blank paper, newsprint, felt pens, an easel, a blackboard, chalk and eraser, and a module copy for each participant.

5. Check the room arrangement. Tables with four or five chairs at each would be best. People will need room for their materials. There should be enough space between tables for groups to work together without bothering or being bothered by others.

6. Check with the hosts on the heat or air-conditioning and the lighting.

7. Meet with other members of the facilitation team to clarify who is responsible for what, and make final plans for running the workshop.

8. Decide how to handle the coffee breaks, lunch, etc.

At the Workshop

1. Arrive ahead of the scheduled time to begin. Organize your materials, check the room arrangement, see about ash trays, check the lights and temperature, make any last minute adjustments that may be needed. And allow some time to compose yourself before participants arrive.

2. Greet early participants as they arrive. This may become impossible when the group becomes larger, but it begins the setting of a friendly and informal tone.

3. Start on time if at all possible, and stick to the schedule.

4. Keep the tone light and informal, but business-like. You will want to convey a sense of relaxation and warmth, along with the feeling that the work to be done is serious and highly important to their career guidance program development.

5. Maintain a feeling of urgency, but not a hassled kind of pressure. Keep things moving so that participants will be alert and motivated.

6. Be enthusiastic. Your excitement will set a model for others.

7. In discussions, honor the contributions of each participant. Try to make each person feel important to the group.

8. Do some process checking from time to time. Ask how things are going, keep participants aware of time limits, warn them ahead of time, etc.

9. Have fun. Relax. Enjoy. Trust the group. You're helping them to do what they want to do and need to do.

GETTING STARTED

Purpose: To open the workshop in a relaxed and interactive manner. To provide transition from the previous day.

Time: 5 minutes

Instructions: Welcome the participants back to the workshop. Respond to any comments participants may have about their experiences of the day before.

You might wish to provide some feedback on the reactions to the Feeling Statements and how participants fared on the form, "Introductory Activity 1: My Attitudes Toward Change and My Role as Change Agent." Then move into the opening activities.

INTRODUCTION

Purpose: To provide participants with knowledge of the day's schedule, and the goal, objectives, and outline of this second module in the series of two.

Time: 15 minutes

Instructions:

1. Have participants read the goal statement and the objectives of the module.
2. Explain that the focus of this module is on barriers and how to overcome them--barriers in organizations, people, and themselves.
3. Go over the module outline with participants and answer any questions participants may have.
4. Have participants read the Introduction. Emphasize the point that barriers are a "given," and that learning to overcome them is a necessary and vital skill in successful change agentry.
5. Discuss the idea of "healthy resistance" with the group--the need for balance and resistance to change that is moving too fast or that is occurring without enough planning.
6. Then move on to the next section of the module.

A MODEL FOR OVERCOMING BARRIERS

Purpose: To present participants with a systematic model for overcoming barriers to change. To have them check their comprehension by means of a self-scoring measurement device.

Time: 35 minutes

Materials: Duplicate one copy of the "What's Your Plan?" sheet for each participant.

Instructions:

1. Have participants read the text, encouraging group discussion after they have finished.
2. In the discussion, have them come up with examples of situations from their own experience or that they know of which apply to each step.
3. In Step 3, emphasize the importance of "getting your act together" before trying to overcome resistance to it. This does not mean that a change plan is "cold" (input from interested staff must be allowed for), only that those involved must be prepared to deal with questions pertaining to outcomes, etc. Go over the continuums of response carefully.
4. When discussion is over, give each participant a copy of "What's Your Plan?" to complete. The Key follows in this Guide. Then have them self-score their forms in the following manner:
   a. Count the number of checks that are correct and record the total in the space provided.
   b. Count the numbers that are correct and record the total.
5. Discuss the answers with participants.
6. Collect the scored forms.

Evaluation Criteria: Participants should have 4 correct checks and 4 correct numbers to achieve this objective.

Name _____

ACTIVITY--WHAT"S YOUR PLAN?

Key

The counselors at Lakewood High School have tried for several years to obtain additional funding to expand their guidance program. Their proposals have failed to win the support of the administration, other staff members, or parents. They have concluded that they need to develop a systematic approach to achieve their goal of expansion. Listed below are some specific steps they can take.

Using the model presented in this section of the module, first check the four actions that are appropriate to the model. Then place the number of the step to which each action belongs beside each item you have checked.

No.	Check	Action
3	✓	Search a national data base to acquire data about guidance departments that have been successful in expansion efforts.
		Have the Guidance Director develop a plan to overcome resistance to expansion.
1	✓	Develop a composite view of the barriers to expansion that reflects the perspectives of all of the counselors.
		Specify the steps individuals go through in deciding whether to adopt an innovation.
		Begin your strategy by dealing with the barriers easiest to overcome.
		Put everyone to work on all of the different aspects of the problem.
		Gather a group of supporters and talk to the Superintendent.
2	✓	Decide which are the most critical barriers to the problem.
		Create flyers on the worth of the counseling center and distribute them to faculty and student body.
4	✓	Develop a plan for overcoming the barriers based on selected strategies.
4	4	Totals

BARRIERS IN THE ORGANIZATION

Purpose: To have participants learn to recognize common organizational barriers and be able to identify them from a case study. To enhance their ability to analyze reasons for the existence of organizational barriers.

Time: 45 minutes

Materials: Prepare one copy of the "What's Wrong at C.C.C.?" form for each participant. Prepare one copy for each team as well, preferably on different colored paper. Prepare one Team Identification form (on following page) for each team.

Instructions:

1. Have participants form groups of four or five. They will stay in these groups for most of the day. The groups can be composed of the same persons as in Module 1, or of different individuals--whatever you and the participants decide.
2. Assign each team a number, and have each team complete the Team Identification form. Collect the forms.
3. Have participants read the text.
4. Encourage discussion about each barrier, having participants draw on their own experience for examples.
5. Then have them read the case study and work as a team to complete their individual forms. Ask each team to appoint someone to complete the team form. Remind them to put their team number on the form.
6. When they are finished, discuss their findings in the total group.
7. Collect the team forms for scoring by you.

Evaluation Criteria: The key for the form follows in this Guide. To complete the activity successfully, each team should have listed at least four barriers, with two inferred reasons listed for each, drawn from the text.

TEAM IDENTIFICATION FORM

Team No. _____

Names of team members:

_____

_____

_____

_____

_____

_____

ACTIVITY--WHAT'S WRONG AT C.C.C.?

Key

On the left side of this form, list the organizational barriers to change that you found in reading about Centerville Community College. You may identify barriers that have not been described in the text. You may find more than six barriers; if so, use the back of this form. After listing the barriers, using the shared insights of your group, indicate on the right hand side of the form possible reasons that you can infer from the case study for the existence of the barrier you have identified.

Organizational Barrier	Inferred Reasons for the Barrier
1. Decisions are made at the top.	1. Authoritarian President 2. Initiative discouraged 3. Faculty input only "window dressing"
2. Resources are minimal.	1. Stagnant curriculum 2. Minimal financial support 3. Encouragement by community of frugal policies
3. Deviance from the norm is discouraged.	1. Initiative discouraged 2. High priority given to tradition 3. Attitude of President
4. Following tradition is preferred to change.	1. Good record of service in eyes of community 2. Attitude of President 3. Concern about money required for change
5. Rewards are questionable--sometimes yes, sometimes no.	1. Lack of humanistic orientation 2. Competitive personality of President? 3. Expectation that staff will perform well without rewards
6. Financial support is limited.	1. Skewed priorities 2. Emphasis on tradition 3. Control in hands of President

BARRIERS IN PEOPLE

Purpose: To enhance the ability of participants to identify barriers within individuals. To make them more aware of behaviors associated with these barriers.

Time: 1 hour

Materials: Duplicate one "Scoring Form--What's Your Problem?" for each participant, as well as one for yourself.

Instructions:

1. This activity is to be done in teams.
2. Proceed as you did in the last two sections, having participants read and discuss the information. If you can think of a more creative way to get the information across, do it! The more variety, the better.
3. Have participants review the list of barriers.
4. Ask each team to pick three of the barriers and create a role play (skit) that portrays behaviors people with such barriers would probably display. Allow teams 10-15 minutes to create their skits. Time allowed for each team's skit will depend on the number of teams. Advise them of how much time they will have. Encourage them to be as realistic as possible--which means using subtle behaviors and ways people really act when they have a barrier.
5. Distribute the scoring forms and explain the scoring to the group as described on the form.
6. Have the teams perform their skits for the total group, with time allowed after each skit for individuals to complete their forms, as well as for discussion by the total group of the barriers being exhibited.
7. Have participants identify the barriers individually immediately following each skit, and score their own forms as the teams reveal the barriers they selected, allowing 1 point for each correct answer.
8. Collect the scored forms at the end of the activity.

Evaluation Criteria:

Identification of the barriers will depend on what ones the teams have chosen. You will need to complete a Key for scoring as the skits are performed. To achieve this objective successfully each participant should identify at least two of the barriers that each team had in mind as they prepared their skits.

Name _____

SCORING FORM--WHAT'S YOUR PROBLEM?

Directions: When each team is finished with the role play, take time to check the barriers you believe the team displayed. As they tell you the barriers after the role play, circle those that you got correct.

Team No.

1	2	3	4	5	6	
						Resentment of authority figures
						Feeling of criticism of self if change is suggested
						Adherence to tradition
						Lack of confidence in own ability
						Feeling that the change won't work
						Feeling that change is too much trouble
						Worry about cost
						Feeling that other things are more important
						Resistance to someone else's idea
						Fear of loss of power or control

Total Correct:

___ ___ ___ ___ ___ ___

DEVELOPING AN ACTION PLAN FOR OVERCOMING BARRIERS

Purpose: To have participants use the model presented in the module to develop a plan to overcome barriers in their own or another's work setting.

Time: 1-1/2 hours

Materials: Prepare one "Action Plan" form for each team of participants. Make one copy of the "Scoring Form" for yourself.

Instructions:

1. Go over the instructions in the Module with participants. Explain that each person is to share a thwarted change effort with other team members--preferably one that is being experienced now so that it has meaning and vitality. The partnership is to choose one situation for the Action Plan.
2. Carefully go over the Example, p. 32, with participants, pointing out that they should first state what the change effort is before they describe the barriers.
3. Give participants approximately 45 minutes to describe the situations, choose one, and complete the plan for overcoming the barriers.
4. Ask for volunteers to report the substance of the plan to the total group.
5. Encourage participants to suggest other strategies that the partnership may not have thought of.
6. Collect the forms for scoring by you.

Evaluation Criteria: Each team should have done the following to complete this objective successfully:

Identify change effort

Step 1 - List at least 3 barriers

Step 2 - Put a "c," "i," or "n" before each barrier listed in Step 1

Step 3 - List at least one strategy to overcome each of 3 barriers

Step 4 - List at least one action step to implement a strategy for each barrier

The scoring form follows in this Guide. Each pair should have scored at least 9 points to achieve this objective successfully.

SCORING FORM--ACTION PLAN FOR OVERCOMING BARRIERS

Criteria	Points Possible
Identify change effort	1
Step 1 - List 3 barriers	3
Step 2 - Prioritize barriers by letter	1
Step 3 - State strategy for each of 3 barriers	3
Step 4 - State action step for 3 strategies	3
Total points possible	11

Team No. / Points Possible	Change Effort	Step 1	Step 2	Step 3	Step 4	Total
Points Possible	1	3	1	3	3	11

BARRIERS IN ME

Purpose: To bring the focus of the module into the person. To have participants identify their own personal barriers to change. To help them work on strategies to overcome personal barriers.

Time: 1 hour

Materials: Prepare one copy of the "Personal Action Plan" form for each participant.

Instructions:

1. Have participants read the text.
2. Then give them time to consult the list, having each participant select a barrier from the list that "fits" him/her, or suggesting that each person create another if none is suitable.
3. Ask participants to form teams of three of four to share their barriers with each other in any way they wish. Emphasize that no one has to do so--only if he/she wishes to.
4. As barriers are shared, ask team members to help the sharer explore ways of overcoming the barrier. Allow about 20 minutes for this part of the activity, the time each person has to share depending upon the number of persons in the group.
5. Then have participants complete the "Personal Action Plan" form individually. Point out that the steps have been slightly modified to fit a personal plan for overcoming a barrier.
6. Ask for total group feedback at the close of the activity.
7. You are now ready to conclude the day's activities.

Evaluation Criteria:

1. Each individual should have done the following to complete this objective successfully:

   Step 1 - Identify a personal barrier.
   Step 2 - State at least 2 reasons for the barrier. Number each reason listed in order of importance.
   Step 3 - List at least one strategy to deal with each of 2 reasons.
   Step 4 - List at least one action step to implement 2 strategies.

   The scoring form follows in this Guide. Each individual should have scored at least 7 points to achieve this objective successfully.

SCORING FORM--PERSONAL ACTION PLAN FOR OVERCOMING A BARRIER

Criteria	Points Possible
Step 1 - Identify a barrier	1
Step 2 - State 2 reasons	2
Prioritize the reasons	1
Step 3 - List one strategy for each of 2 reasons	2
Step 4 - List one action step for each of 2 strategies	2
Total points possible	8

Names of Participants	Points Possible	Step 1	Step 2	Prioritize	Step 3	Step 4	Total
		1	2	1	2	2	8

Names of Participants	Points Possible	Step 1	Step 2	Prioritize	Step 3	Step 4	Total
		1	2	1	2	2	8

SUMMARY

Purpose: To wind up the day's activities. To allow participants to express their reactions to the workshop. To have participants complete an evaluation of the 2-day workshop.

Time: 15 minutes

Materials: The evaluation forms will be furnished by AIR. Be sure you have one for each participant.

Instructions:
1. Have participants read the text.
2. Answer any questions participants may have; process any comments they would care to make.
3. Distribute the evaluation forms and designate a place for participants to put them when they are finished.
4. Thank the participants for coming and make any comments you would like as you end the workshop.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____ _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

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NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I need they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodroe M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodroe M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler